

# NAACP'S 'Cowardly Battle'- USING CHILDREN AS PAWNS

by W. D. Workman

**LET THIS BE** remembered by those whose hearts bleed for the women and children embroiled in the New Orleans school travail: This sensitive area was chosen by the integrationists themselves, not by segregationists.

All the tragedy, the pathos and the suffering which is caught up in this school integration controversy is part and parcel of the battle plan of the **National Association for the Advancement of Colored People**.

The strategy is insidious, ruthless and effective. It is designed to tug at the heart-strings of Americans everywhere, to arouse deep emotions of sympathy and distress—all to the end that resistance to race-mixing be weakened and overcome.

The tactic is not new. It was employed with loathsome success by the **Mongols of Genghis Kahn** more than seven centuries ago. When besieging, they would drive captive women and children before their armed forces, causing the defenders to fire into the ranks of the helpless in order to stem the tide of the warriors pressing from behind.

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**THE SAME SORT** of pitiless practice has been employed in different guise in many lands and in many times. The sacrifice of hostages is a part of the game.

The use of reprisals against entire communities is cut from the same cloth. The South felt something of this at the hands of **Sherman's** ravaging troops, as they devastated the virtually helpless heartland of the Confederacy.

This destruction of the innocent is a facet of total war, whatever the time and place. And the NAACP is engaged in total war—by open admission—against all forms of segregation.

The one form under chief assault at the moment is that which affords Southern whites the right to send their children to schools with their own kind. Consequently, the NAACP shrewdly makes pawns of the children, whether black or white.

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**NEITHER THESE** children nor their mothers are proper parties to this fight. For the racial implications of this particular struggle are secondary to the constitutional considerations.

The clash is between sovereignties—state and federal—rather than between individuals or races. The question is not when, or where, or if integration of the schools shall be accomplished—but, rather, who shall make the decisions.

By a rare and inexcusable perversion of the American tradition, the people themselves are being denied the right to decision in this instance. Never before in history have so many citizens of a supposedly democratic society been utterly disregarded in the marking of what is essentially a political decision, despite its sociological and judicial trappings.

The Constitution itself is embroiled in the dispute. And only the people have the right to alter the Constitution.

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**YET, THE NAACP** and its political adherents will not submit their case to the people of the land—in spite of their professions that public sentiment is on their side.

Instead, they wage war behind the shielding bodies of young boys and girls, careless of the trauma and shock which must inevitably befall these youngsters, whether they be white or negro.

And behind the ranks of these children and their mothers (deemed "heroic" if they be integrationists, damned as "hateful" if they be segregationists) are marching the generals of the NAACP, linked arm-in-arm

with dictatorial federal judges and mealy-mouthed "moderates."

They play with the stuff of history in their joint onslaught against the American right of free peoples to govern themselves.

They gain by compliance at one spot, by compulsion at another—here and there meeting bitter resistance.

But never was any more cowardly battle waged than this one—which puts school children on the firing line.

## What Every American Should Know About The NAACP

The National Association for the Advancement of Colored People

**W. E. B. DuBois**, founder of the NAACP, has 72 Communist-front citations. Just recently received the Stalin Peace Prize.

This organization was financed and underwritten from the beginning by the **Rosenwald family** (Zionists) and the **Garland Fund** (Communist).

**Arthur Spingarn** (Zionist), president of the NAACP. It is a documentary fact that NO Negro has ever been president of this group.

**Herbert Lehman** (Zionist), director of the NAACP and former governor of New York, has 10 Communist-front citations.

**Dr. Ralph Bunche**, National Director of the NAACP, has at least 12 Communist-front citations.

**Felix Frankfurter** (Zionist), Supreme Court Justice and former attorney for the NAACP, was said by President Theodore Roosevelt to be a comrade of Lenin and Trotsky.

**Channing Tobias**, assistant treasurer of the NAACP, has at least 50 Communist-front citations.

**Thurgood Marshall**, special counsel for the NAACP, has 5 Communist-front citations.

**Roy Wilkins**, executive secretary for the NAACP, has 8 Communist-front citations.

Other officers of the NAACP who have belonged to Communist fronts are:

**Oscar Hammerstein II**, 25 Communist-front citations; **Max Lerner**, 43 Communist-front citations; **Algernon D. Black**, 66 Communist-front citations; **William Lloyd Imes**, 31 Communist-front citations; **Eleanor Roosevelt**, 107 Communist-front citations; **A. Phillip Randolph**, 38 Communist-front citations; **W. J. Walls**, 38 Communist-front citations; **Benjamin E. Mays**, 32 Communist-front citations; **S. Ralph Harlow**, 23 Communist-front citations; **Earl B. Dickerson**, 72 Communist-front citations; **Hubert T. Delaney**, 20 Communist-front citations; **Bishop G. Bromley Oxnam**, 36 Communist-front citations; **Roger N. Baldwin**, 64 Communist-front citations; and **Bishop Edward L. Parsons**, 108 Communist-front citations.

There are MANY MORE, but space does not permit our listing them.

## TRAGEDY IN NEW ORLEANS

(The Indianapolis News)

The tragedy which has gripped the city of New Orleans is grim testimony to what men can do when they try to coerce one another into virtue.

Under federal pressure to integrate its schools recently, New Orleans was turned into an armed camp. UPI reported: "Carloads of Negroes roamed the city streets . . . shooting wildly at white pedestrians . . . one white man was shot in the hand by a gang of Negroes . . . Pedestrians had to dash

into shop doorways when a car carrying three Negroes careened through downtown streets. Police said shots were fired from the car before it overturned . . . A Negro with a knife slash across his chest said his attacker was a white youth."

White students walked out of New Orleans schools. The legislature cut off school funds, a policy which if continued would mean a total shutdown of public education in the city. Both Whites and Negroes were afraid to venture downtown, and business limped to a standstill.

In short, the structure of civilized life in a great city was shaken to the very foundations. When government action brings events of this sort, it behooves us all to examine its policies and its objectives with care. Is what the federal government wants to do in New Orleans capable of attainment? Is its action successful enough to justify the destruction of civic order?

The stated object of school integration is to promote the welfare of the Negro in the South. But what has in fact happened? The real result has been to marshal economic pressures against Negroes, to inflame latent prejudice, to incite racial violence. Moreover, it would seem the integration effort has not achieved the explicit point on which the entire struggle has been staked.

Until the Supreme Court decision of May 17, 1954, Southern schools were governed by the doctrine that "separate but equal" facilities had to be provided for both Negroes and Whites. The court said this was not good enough; from the very fact of being schooled in a different building, it argued, Negro pupils would perceive the Whites did not want to associate with them, and so feel discriminated against. "Separate education facilities," the Supreme Court concluded, "are inherently unequal."

The object of all the bitter struggle, therefore, is the psychological security of the Negro student. Waiving the problem of whether a decision so constructed is constitutional, let us see what the actual results have been.

Does a 6-year-old girl led through a screaming mob under armed guard feel psychologically secure? Do three Negro children sitting alone in an empty school believe they have been accepted? Even in areas where token integration has been achieved, do the Negro students, grudgingly admitted under massive pressure, feel they have been received as equals?

There may be in all this the satisfaction of gaining a hard-fought victory over an adversary—although we doubt if a 6-year-old child understands that emotion quite so well as she understands cries of hatred. Certainly there can be no feeling that the white students willingly accept them as equals.

If it is the psychological welfare of the Negro child we must consider, nothing could be more harmful than to use innocent children as shock troops in a major social revolution.

The end of discrimination, in the psychological sense which so concerned the court, can come only when the white people of the South want it to come. If they do not want it, there is no way to force them into willing compliance.

It would seem apparent the federal government's intervention has achieved none of the desired results, while producing others which are both undesired and unforeseen. The courts would be wise to reconsider the plea of the New Orleans School Board, and lift the integration order which has brought so much grief to White and Negro alike.

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